



Teaching and learning class: Lectures and tutorials

Wade, John

*Licence:*  
CC BY-NC-ND

[Link to output in Bond University research repository.](#)

*Recommended citation(APA):*  
Wade, J. (2006, Oct 19). Teaching and learning class: Lectures and tutorials.

**General rights**

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

For more information, or if you believe that this document breaches copyright, please contact the Bond University research repository coordinator.

# Bond University Teaching and Learning Class

## Lectures and Tutorials

1pm Thursday, 19 October 2006

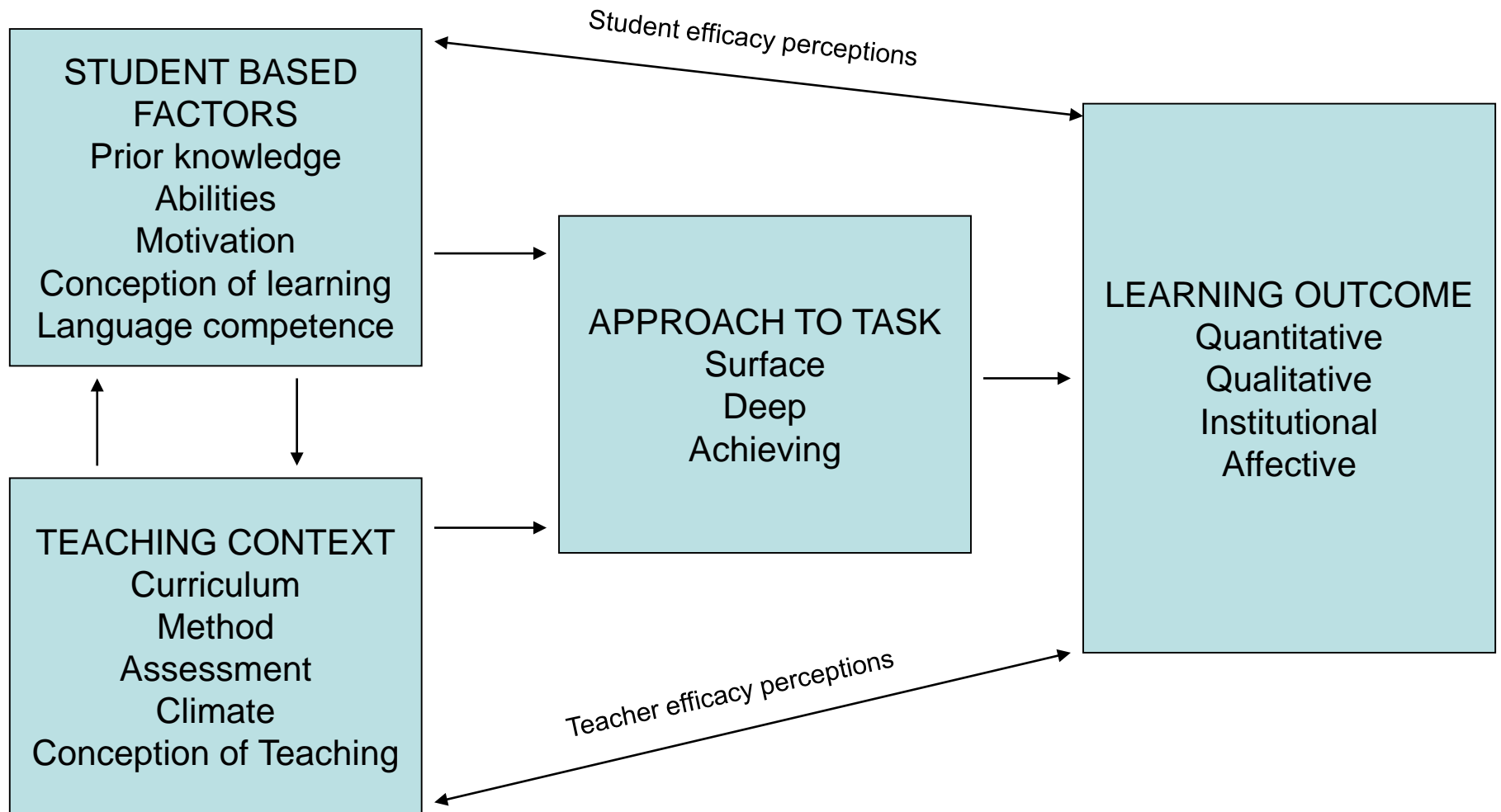
John Wade

# THE LEARNING ECOSYSTEM (“SWAMP”)

## PRESAGE

## PROCESS

## PRODUCT



(J Biggs, *Teaching for Quality learning at University* (1999) p.18)

# What is Good Teaching in Higher Education?

- Wanting to share your love of the subject
- Making the material stimulating
- Working at the student's level
- Using clear explanations
- Making it clear what has to be understood and why
- Showing concern and respect for students
- Encouraging student independence
- Using teaching methods that require students to learn actively and cooperatively
- Using appropriate assessment
- Giving high quality feedback
- Learning from students about the effects of teaching

# EDUCATIONAL THEORY AND PRACTICE IN ST AUGUSTINE

By George Howie

(London: Routledge & Kegan Paul, 1969)

- 1) Respect students.
- 2) When students demonstrate ignorance, inform obliquely as though ANOTHER asked a question.
- 3) Offer questions – ask how they would deal with a situation?
- 4) Hurry slowly.
- 5) Teacher's life must be an example.
- 6) NB. Begin with what student knows in his/her own life ( $x + 1$ ).
- 7) DO NOT make the task too daunting ( $x + 7$ ).
- 8) Do not bore the wise; tell them you will run quickly over what they already know.
- 9) Each class, look for feedback from students and then ADAPT method and content.
- 10) Enthusiasm of a teacher is essential.
- 11) SPEAK in SLANG in order to “reach” hearers.
- 12) AND yet language must also be polished and pleasant.
- 13) The learner's curiosity and love for the subject should be “sparked”. Without this, teaching is useless.
- 14) Change position, style and method regularly to combat weariness.
- 15) People learn best by “DOING”.
- 16) Excellence is learned by being in the presence of excellence.
- 17) Sometimes, learning takes place best by random wandering of ideas and questions (i.e. no structure at all).  
This produces a certain tension and frustration, which may lead to a requested exposition. To expound early is to avoid the preparation of the necessary tension and frustration.
- 18) “Do not rely too much on authority, especially mine.” “Have the confidence to find your own knowledge.”
- 19) Informal learning, in the corridors, on walks, and while working is far more memorable than formal learning.
- 20) A teacher should express joy at intellectual liveliness of students.
- 21) A teacher should be constantly learning as (s)he teaches.

# “LECTURES”

- ★ “...one person talking to many about a topic...”
- ★ “...the purposes of the lecture are usually considered to be to convey information, to generate understanding, and to stimulate interest” (*The International Encyclopedia of Teaching*, p 284)
- ★ “...the method whereby the notes of the lecturer pass to the notes of the student without going through the brains of either” (Anon)
- ★ “...death by powerpoint” (Krebs)
- ★ “...inspirational role-modelling about the complexity of knowledge and skill... (Anon)

# Exercise

1. Write out the DYNAMICS / FEATURES of the BEST and WORST of your experiences as a learner in lectures.
2. INTERVIEW in groups of 3
3. SHARE results with whole group

BEST	WORST

# 6 STYLES OF LEARNING

1. CONCRETE



2. ANALYTICAL



3. COMMUNICATIVE



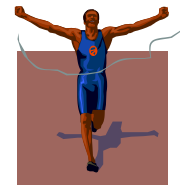
4. AUTHORITATIVE



5. REFLECTIVE OBSERVATION



6. ACTIVE EXPERIMENTATION





# Table 1 – Three Prototypical Approaches to Learning

Approach	Motive	Strategy
Surface	Extrinsic: Avoid Failure but don't work too hard	Focus on selected Selected Details & Reproduce
Deep	Intrinsic – Satisfy Curiosity About Topic	Maximise Understanding Read widely, discuss Reflect
Achieving	Achievement: Compete for Highest Grades	Optimise organisation of time & Effort ("Study Skills")

(Biggs, "Teaching for Better Learning" (1990-91) 2 *Legal Educ Rev* 133 at 138)

# **LEARNING/TEACHING METHODS USED DEPEND UPON MY/YOUR CONSCIOUS OR SUBCONSCIOUS THEORIES ABOUT LEARNING**

1. Transmission
2. Student activity
3. Multiple learning styles in class
4. Black box
5. Behaviourism – behavioural modification
6. Developmental learning theory
7. Humanistic psychology

# “TUTORIALS”

- ★ “a small group [receiving] personalised and individualised education from a teacher” (*The International Encyclopedia of Teaching*, p 243)
- ★ “...a game where students embarrass the tutor into lecturing”
- ★ “...a place where a talkative few exchange their ignorance”
- ★ “...an agonising weekly event where students try to walk the talk in front of a drill sergeant”

# Exercise

1. Write out the DYNAMICS / FEATURES of the BEST and WORST of your experiences as a learner in tutorials.
2. INTERVIEW in groups of 3
3. SHARE results with whole Group

BEST	WORST

# CONCLUSION

## RAMSDEN

The “respected expert” in any *field*:

1. knows how to ***define*** carefully (repetitive) problems
2. knows how to apply ***different theories*** to those questions/problems
3. knows that each theory will produce a ***different*** set of ***answers***

# Further Reading

- P. Ramsden, *Learning to Teach in Higher Education* (London: Routledge, 1992).
- G. Gibbs, S. Habershaw & T. Habershaw,  
*53 Interesting Things to do in Your Lectures* (1984)  
*53 Interesting Things to do in Your Seminars and Tutorials* (1984)  
*53 Interesting Ways to Assess Your Students* (1993)  
*53 Interesting Ways to Appraise Your Teaching* (1988)
- J. Biggs, *Teaching for Quality Learning at University* (Buckingham: SRHE, 1999).
- J. Biggs, “Teaching for Better Learning” (1990-91) 2 *Legal Educ Rev*\_133.
- P. Ramsden, “Evaluating and Improving Teaching in Higher Education” (1990-91) 2 *Legal Educ Rev*\_149.

# World's Easiest Quiz

Passing requires only 4 correct answers...a measly 40%

1. How long did the Hundred Years War last?
2. Which country makes **Panama hats**?
3. From which animal do we get catgut?
4. In which month do Russians celebrate the October Revolution?
5. What is a camel's hair brush made of?

6. The Canary Islands in the Pacific is named after what animal?
7. What was King George VI's first name?
8. What colour is a purple finch?
9. Where are Chinese gooseberries from?
10. What is the color of the black box in a commercial airplane?



1. How long did the Hundred Years War last?  
116 years
2. Which country makes **Panama hats**?  
Ecuador
3. From which animal do we get catgut?  
Sheep and Horses
4. In which month do Russians celebrate the October Revolution?  
November
5. What is a camel's hair brush made of?  
Squirrel fur

6. The Canary Islands in the Pacific is named after what animal?

Dogs

7. What was King George VI's first name?

Albert

8. What colour is a purple finch?

Crimson

9. Where are Chinese gooseberries from?

New Zealand

10. What is the colour of the black box in a commercial airplane?

Orange, of course.

What do you mean you failed????????????